



Solicitation Information
August 14, 2013

RFP# 7494370

TITLE: Center for Excellence and Advocacy

Submission Deadline: Wednesday, September 25, 2013 @ 10:00 AM (Eastern Time)

PRE-BID/ PROPOSAL CONFERENCE: Yes

MANDATORY: No

If YES, any Vendor who intends to submit a bid proposal in response to this solicitation must have its designated representative attend the mandatory Pre-Bid/ Proposal Conference. The representative must register at the Pre-Bid/ Proposal Conference and disclose the identity of the vendor whom he/she represents. A vendor's failure to attend and register at the mandatory Pre-Bid/ Proposal Conference shall result in disqualification of the vendor's bid proposals as non-responsive to the solicitation.

DATE: Wednesday, August 28, 2013 at 10:00 AM (ET)

LOCATION: Department of Administration-2nd floor Conference Room B – One Capitol Hill, Providence, RI 02908

Questions concerning this solicitation must be received by the Division of Purchases at david.francis@purchasing.ri.gov no later than **Friday, August 30, 2013 @ 10:00 AM (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP# on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: No

BOND REQUIRED: No

David J. Francis
Interdepartmental Project Manager

Applicants must register on-line at the State Purchasing Website at www.purchasing.ri.gov

Note to Applicants:

Offers received without the entire completed four-page RIVIP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

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SECTION 1: INTRODUCTION

The Rhode Island Department of Administration/Office of Purchases hereafter referred to as “Purchasing,” on behalf of the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH), hereinafter referred to as the Department, Division of Developmental Disabilities (DDD) is soliciting proposals from qualified firms to administer the Center for Excellence and Advocacy (CEA) to support Developmentally Disabled participants, their families and those agencies that serve them.

This is a Request for Proposals, not an Invitation for Bid: responses will be evaluated on the basis of the relative merits of the proposal in addition to price; there will be no public opening and reading of responses received by the Office of Purchases pursuant to this Request, other than to name those applicants who have submitted proposals.

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

1. Potential vendors are advised to review all sections of this RFP carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
2. Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this RFP will be rejected as being non-responsive.
3. All costs associated with developing or submitting a proposal in response to this RFP, or to provide oral or written clarification of its content shall be borne by the vendor. The State assumes no responsibility for these costs.
4. Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
5. All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.
6. Proposals misdirected to other state locations, or which are otherwise not present in Purchasing at the time of opening for any cause will be determined to be late and will not be considered. For the purposes of this requirement, the official time and date shall be that of the time clock in the reception area of Purchasing.
7. It is intended that an award pursuant to this RFP will be made to a prime vendor, or prime vendors in the various categories, who will assume responsibility for all aspects of the work. Joint venture and cooperative proposals will not be considered. Subcontracts are permitted, provided that their use is clearly indicated in the vendor’s proposal and the subcontractor(s) to be used is identified in the proposal.
8. All proposals should include the vendor’s FEIN or Social Security number as evidenced by a W9, downloadable from Purchasing’s website at www.purchasing.ri.gov.

9. The purchase of services under an award made pursuant to this RFP will be contingent on the availability of funds.
10. Vendors are advised that all materials submitted to the State for consideration in response to this RFP will be considered to be Public Records as defined in Title 38, Chapter 2 of the General Laws of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.
11. Interested parties are instructed to peruse the Division of Purchases website on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.
12. Equal Employment Opportunity (G.L. 1956 § 28-5.1-1, et seq.) – § 28-5.1-1
Declaration of policy – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies to all areas where State dollars are spent, in employment, public services, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Opportunity Office at (401) 222-3090.
13. In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the State until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). This is a requirement only of the successful vendor(s).
14. The vendor should be aware of the State's Minority Business Enterprise (MBE) requirements, which address the State's goal of ten percent (10%) participation by MBE's in all State procurements. For further information, contact the MBE Administrator at (401) 574-8253 or visit the website www.mbe.ri.gov or contact charles.newton@doa.ri.gov.

SECTION 2: BACKGROUND

Overview

The Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH or "the Department") is committed to assuring access to quality services and supports for Rhode Islanders with intellectual and developmental disabilities (I/DD), mental illnesses and substance use disorders, and chronic long term medical and psychiatric conditions. Our mission includes addressing the stigma attached to these disabilities as well as planning for the development of new services and prevention activities.

Within the Department, the Division of Developmental Disabilities (DDD) is responsible for planning, providing and administering a system of community-based services and supports for adults with I/DD in Rhode Island. DDD seeks to enhance the quality of supports and services so that people with disabilities can identify and move toward personal futures of inclusion and participation in community life. The DDD is also responsible for safeguarding the health and safety of people with disabilities through quality management activities that promote human rights and protect people from abuse. DDD ensures equitable access to and allocation of

available resources in order to be responsive to the individual needs of the person.

The services and supports administered by DDD are provided through 40 licensed providers with funding available in three broad categories: Residential Services, Day/Employment Services and Community supports. Collaboration with these providers is integral to the Department attaining and ensuring its commitments. Every individual with I/DD is encouraged to direct the funding available to them to meet their need for support.

BHDDH is committed to developing a new employment model based on a system that supports family and self advocacy, informed choice, community integration, market-based placement or customized employment for individuals with I/DD. In order to achieve this goal, it is necessary to contract with a qualified entity to provide the training, technical assistance and capacity building to the State agencies, staff and existing community organizations to enhance the quality of service delivery across the state and assist in transitioning individuals, programs, staff and resources from sheltered workshops to employment in an integrated community setting along with integrated community day services.

One strategy for attaining these goals is to contract with a qualified entity to provide training, technical assistance and capacity building to the State, Providence Public School Department, Training Thru Placement, the Harold A. Birch Vocational Program staff and existing Developmental Disability Organizations to enhance the quality of service delivery across the state and assist in transitioning individuals, programs, staff and resources from sheltered workshops to supported employment and integrated day services.

Purpose

Through this RFP the Department seeks to attain four goals to be implemented by a prime contractor operating the Center for Excellence and Advocacy (CEA). The four goals are to:

1. Provide training and ongoing technical assistance to the community based provider organizations, agencies, employers and other resources supporting individuals with I/DD and their families on community integration; the continuum of integrated supported employment including, but not limited to education and training, vocational rehabilitation, Individual Placement and Support (IPS), rapid employment and market-based placement and other practices that can benefit clients with I/DD integrate into the community and workforce.
2. Coordinate community integration and integrated supported employment efforts including helping with outreach to potential employers.
3. Provide management support services to the Department including collecting National Core Quality Indicators and other data to help monitor and improve services for individuals with I/DD and their families.
4. Oversee the activities of a Family and Self Advocacy organization.

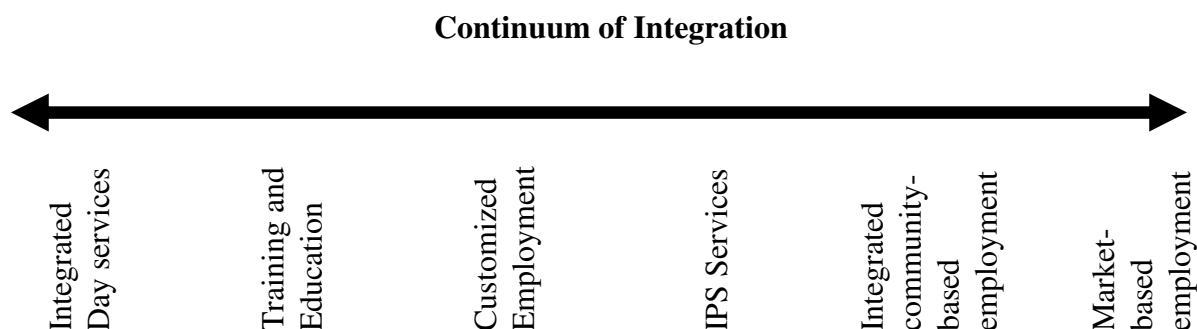
The table below illustrates how these goals support several different domains within the state.

<u>Provider Support</u> Training and Technical Assistance	<u>Community Support</u> Development of Supported Employment and Community Integration
<u>State Support</u> Data Collection and Analysis	<u>Family and Client Support</u> Family and Self-Advocacy

The Department has chosen to use the CEA as the model to facilitate better knowledge and skills transfer and coordination of activities that will benefit individuals with I/DD and their families. It is the expectation of the Department that the CEA will grow and adapt to the changing environment in Rhode Island and be responsive to new needs and issues that arise in addition to employment, training, advocacy, and data collection and analysis. Finally, it is the expectation of the Department that the CEA will act as a clearinghouse of information for the Department and other stakeholders in the community of individuals with I/DD.

Provider Support

People with disabilities have many strengths, talents, and abilities including the ability and motivation to work. Work is an important part of the recovery process for many clients. Research has shown that adults with a developmental disability desire to work and can be very successful at work with support. Market-based placements as well as supported employment for people with disabilities are models that have been proven successful in quantity and quality placements in an integrated community setting. BHDDH seeks to allow individuals to pursue the most integrated and independent situation possible on the continuum of day and employment opportunities, as shown below.



Integrated Day Services

Community-based non-work includes services and supports provided in the amount, duration and intensity to allow persons with I/DD to engage in self-directed activities in the community at times, frequencies and with persons of their choosing during hours when they are not receiving

employment or residential services. These services should be focused on supporting people with disabilities to access community activities in settings where most people do not have disabilities.

Training and Education

Individuals who choose to, should be availed of opportunities for higher education and/or training in trades or other job skills.

Customized Employment

Through implementation of this policy, not working shall be the exception. Customized employment is helping many people obtain employment by matching employers' unmet needs to the person's contributions in this tough economy. Customized employment individualizes the employment relationship in ways that meet the needs of both employees and employers, based on a determination of the strengths, needs, and interests of the individual with a disability and the specific needs of the employer. Examples of customized employment include:

- task reassignment, in which the job tasks of current workers are reassigned to a new employee; typically a new job is created and the job description is negotiated based on current unmet workplace needs;
- job carving, in which an existing job description is modified to contain one or more, but not all, of the tasks from the original job description, and
- job sharing, in which two or more people share the tasks and responsibilities of a job based on each other's strengths.
- Self-employment, in which an individual receives assistance to start their own business, is another form of customized employment.

In addition, many states are using federal funds for education and training programs to help people prepare for jobs in high demand fields.

Individualized Placement and Support (IPS) services

IPS services are typically delivered by supported employment teams that operate within community settings. These teams work with their agency's clinical staff to coordinate services. Employment specialists work with the client to learn about his or her goals and preferences and provide information about how IPS works. Employment specialists are trained to provide people with support, coaching, resume development, interview training, and on-the-job support. Employment specialists are also trained to conduct job development; a process in which employment specialists build relationships with employers in businesses that have jobs that are consistent with client preferences.

In IPS, the client's preferences are central. The client decides whether or not employers and potential employers know about their developmental disability and whether or not their employment specialist talks to employers on his or her behalf. The client also decides which jobs to apply for and how much he or she wants to work. The decision about how much to work is often influenced by a desire to transition to a working life while minimizing the risk of being both out of work and without disability benefits. Part of the employment specialist's job is to connect people with benefits counseling so that they can make informed decisions in this area.

Core Principles of IPS

- Eligibility is based on consumer choice. No one is excluded who wants to participate.

- Supported employment is integrated with treatment: Employment specialists coordinate plans with the treatment team: the case manager, therapist, vocational counselor, etc.
- Competitive employment is the goal. The focus is community jobs anyone can apply for that pay at least minimum wage, including part-time and full-time jobs.
- Job search starts soon after a consumer expresses interest in working. There are no requirements for completing extensive pre-employment assessment and training, or intermediate work experiences (like prevocational work units, transitional employment, or sheltered workshops).
- Follow-along supports are continuous. Individualized supports to maintain employment continue as long as consumers want the assistance.
- Consumer preferences are important. Choices and decisions about work and support are individualized based on the person's preferences, strengths, and experiences.
- Benefits counseling is part of the employment decision-making process. Personalized benefits planning and guidance help consumers to make informed decisions about job starts and changes.

Research and Outcomes

IPS was first studied in a randomized controlled trial in 1996. Between 1996 and 2011, IPS was evaluated in 15 randomized controlled trials. This research has established IPS as an evidence-based practice in moving individuals with disabilities into the workplace. Studies in this body of research typically compare IPS to another approach to vocational rehabilitation. Study participants were randomized to receive services from one of the vocational approaches being studied. Researchers observe the proportion of participants in each group who get jobs within some fixed period of time. This follow-up period varies across studies from 6 months to 30 months, averaging 18 months.

On average, 60% of research participants get a competitive job during the follow-up period when they receive IPS, whereas 24% of participants get a competitive job when receiving other vocational services. These results, along with data from non-research implementations of IPS, have resulted in the establishment of benchmark employment rates for IPS programs.¹

While IPS is one approach that can be used with this population, it has gained its evidence-based status from being applied to individuals with behavioral health disorders as opposed to individuals with I/DD. Therefore, it will be critical for the CEA to promote and evaluate the full continuum of service modalities.

Integrated community-based employment

- regular or customized employment in the workforce;
- on the payroll of an employer;
- at minimum or prevailing wages;
- with benefits;
- where integration and interaction with coworkers without disabilities and customers is assured.;

¹ Becker, Deborah; Drake, Robert; Bond, Gary (2011). "Benchmark Outcomes in Supported Employment". American Journal of Psychiatric Rehabilitation 14 (3): 230–236

- an individual job (i.e., not a group or enclave setting);
- employment takes place in a work place in the community, where the majority of individuals do not have disabilities, and which provides opportunities to interact with non-disabled individuals to the same extent that individuals employed in comparable positions would interact;
- and/or the person is self-employed. Self-employment is defined as earning income directly from one's own business, profession, or trade; and not as an employee of a business owned by someone else.

Market-based Employment

- Conduct a Labor Market Survey. The labor market survey (LMS) is a method of information gathering about particular jobs that are specific to a geographical area for an individual being served. The purpose of conducting a LMS is to look into the placeability factor of employment, i.e., whether clients who have the qualified skills can actually obtain the job.
- Eliminate Segregation
- Provide education and training based on the labor market
- Create infrastructure for integration. Effective vocational resource and job placement programs committed to meeting and employer's business needs with highly capable and enthusiastic individuals valued as productive members of any work force require an infrastructure of proper transition and training.
- Set goals based on assessments
- Build partnerships and increase awareness with local organizations.
- Increase outreach to families
- All jobs are viewed as positive experiences on the path of vocational growth
- Skills are taught and completed in a work setting

Community Support

The Department is seeking interested parties that have the capacity and interest in running the RI CEA. The goal will be to provide overall capacity building to the system and to existing Developmental Disability Organizations to enhance the quality of service delivery across the state and to assist in transitioning individuals, programs, staff and resources from sheltered workshops to employment and day services in an integrated, community setting.

People with disabilities have many strengths, talents and abilities, including the ability and motivation to work. Work is an important part of the recovery process for many clients. Research has shown that adults with a developmental disability desire to work and can be very successful at work with support. Supported employment for people with a disability is a promising approach to vocational rehabilitation that has consistently proven to be more effective than traditional approaches.

The World Health Organization (2000) has recommended that work be used as a way of reintegrating people with I/DD into the community. As well as an income, work provides latent benefits such as social identity, wellbeing and status; social contacts and support; a means of structuring and occupying time, activity and involvement; and a sense of personal achievement. Unemployment is linked with increased general health problems. Many people with disabilities

live at or below the poverty level, and earning income from paying jobs helps supplement their resources and improves the quality of their lives as well as contributing to the economy.

Historically, the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals has provided state funds to support sheltered and supported employment services offered by licensed provider agencies for adults with I/DD. The new BHDDH policy around Employment First and community integration is to further promote and emphasize integrated community-based employment and meaningful integrated day programs that build vocational skills and community connection as a priority for all individuals with I/DD. BHDDH takes the approach that all persons are capable of working if they are provided with appropriate services and supports, such as supported employment, assistive technology, and personal assistance services.

State Support

The U.S. Department of Health and Human Services Administration on Developmental Disabilities (ADD) recognizes the critical role that performance and outcome data play in the management, operation and funding of state developmental disabilities systems. ADD is taking an unprecedented step in building the capacity of state developmental disabilities (DD) agencies to gather vital information on service outcomes through the National Data Measurement Project and the adoption of the National Core Indicators (NCI) as the uniform dataset to use for this purpose. Through this project, funding is being made available to assist state DD agencies in covering the costs of the first year of data collection with the expectation that the state will continue to participate in NCI in subsequent years.

The purpose of this funding opportunity is to assist states in managing and improving the quality of services furnished to individuals with I/DD and their families through the use of valid and reliable data on performance and outcomes. Currently, 28 states and 24 counties or state regions gather and utilize NCI data to assist in service management and policy planning, meet CMS waiver program assurances, and track key individual and system outcomes (See *NCI Program Description*). The goal of this project is to extend participation in the NCI program to all 50 states, the District of Columbia and the U.S. Territories by supporting their ability to gather NCI data during the most costly first year of implementation and operation.

The decision to expand the availability of system performance data across all 50 states and the District of Columbia will strengthen the ability of states to administer key long term support programs for people with I/DD. It will also facilitate collaboration between state DD agencies and the ADD-funded Developmental Disability Network and assist them with the identification of service delivery trends, policy planning and the development of mutual strategies to improve the wellbeing of those receiving services across the country.

Following are several factors that underscore the importance of gathering valid and reliable information on state DD system performance, service quality and individual outcomes at this time.

- Documenting Service Strengths and Needs. The stagnating economy and high unemployment nationwide have depressed state revenues while increasing demands for public supports and individual assistance. State DD agencies are under growing pressure

to serve greater numbers of people at less cost, to identify the outcomes of the supports that are delivered and to demonstrate the impact that a potential diminution of services and supports may have on participants.

- Meeting Federal Medicaid Requirements. During the past five years, the Centers for Medicare and Medicaid Services (CMS) have intensified requirements regarding the generation of evidence by states on the performance of their waiver programs. Version 3.5 of the 1915(c) Medicaid Waiver Application and Technical Guide requires states to develop Quality Improvement Strategies that include performance measures for all waiver assurances. CMS currently is updating the evidence requirements in the Interim Procedural Guidance, which will further delineate requirements regarding performance measurement, remediation and quality improvement.
- Planning Public Policy. Individual and systems level data on service performance and outcomes plays a critical role in the planning, development and implementation of sound public policy and practice.
- Managing State DD Agency Programs. The expansion of home and community based supports for people with I/DD makes it increasingly difficult to monitor the quality of services at the state and sub-state level, particularly in rural areas. Public managers must lean increasingly on valid and reliable data that measure and assess all aspects of individual and system performance.
- Aligning System Priorities with Desired Outcomes. Performance data on service outcomes, particularly those that are meaningful to people with disabilities such as choice, relationships, community participation and employment, make it possible to determine the extent to which the values that underpin the Developmental Disabilities Act, and state laws are manifest in the lives of those served.

See Appendix A for a fuller description of the National Core Indicators.

Family and Self-Advocacy

The successful applicant will collaborate and/or subcontract with one or more existing programs that provide family and self-advocacy for individuals with I/DD. Via this arrangement, the applicant will provide advocacy to individuals with I/DD by hosting an educational leadership and mentor program; conducting outreach in schools including colleges to change negative attitudes and labels about individuals with I/DD by raising awareness, and develop materials that can be used to enforce this message. This entity will also host a statewide self-advocacy meeting and a self-advocacy conference annually; and host community-building events.

By contracting with an existing provider of family advocacy, the entity will help families of individuals with I/DD and individuals with I/DD understand what options are available to them once they leave high school. In some cases this may mean accessing higher education or training, in others it may mean employment.

SECTION 3: SCOPE OF WORK

Training and Technical Assistance

The successful applicant will develop and provide training and technical assistance with the goals of providing overall capacity building to the system and to existing Developmental Disability Organizations to enhance the quality of service delivery across the state and to assist in transitioning individuals, programs, staff and resources from sheltered workshops to supported employment and integrated day services. The successful applicant will build and maintain a website for the Center for Excellence and Advocacy that will post resources to help families, individuals with I/DD and those agencies that serve them.

The successful applicant will be responsible for training all of the public and private agencies that serve individuals with I/DD in how to best provide each individual with a customized plan for achieving integration in the community via employment or integrated day programming. There is a continuum of opportunities that are appropriate for individuals ranging from integrated day programming, education, prevocational training, Individual Placement and Support (IPS) and market-based rapid employment. IPS is an evidence-based practice that helps people with disabilities identify and acquire part-time or full-time jobs of their choice in the community with rapid job-search and placement services. It emphasizes that work is not the result of treatment and recovery but integral to both. Different from traditional vocational rehabilitation the IPS emphasizes consumer choice and utilizes rapid job-search and placement services as well as time-unlimited and individualized follow-along services.

Family and Client Support

The successful applicant will collaborate or subcontract with an existing program that provides self-advocacy for individuals with I/DD. Via this arrangement the applicant will provide an educational leadership and mentor program; conduct outreach in schools including colleges to change negative attitudes and labels about individuals with I/DD by raising awareness, and develop materials that can be used to enforce this message; host a statewide self-advocacy meeting and a self-advocacy conference annually; and host community-building events.

The successful applicant will collaborate or subcontract with a provider to function as a family and self-advocacy program. This entity will provide leadership and mentoring training, outreach to the community and host events that support individuals with I/DD.

The successful applicant will collaborate or subcontract with an existing provider that educates individuals with I/DD and their family members on the transition from high school to adult life. This includes education on how to navigate the adult system of care including employment opportunities.

Preference will be given to applicants that work with existing programs that have experience providing these services to individuals with I/DD and their families.

Leadership and Mentoring

The successful applicant will provide or subcontract with a provider to offer leadership classes that teach adults who have a developmental disability learn how to make informed decisions,

speak up for themselves and become leaders. Topics covered should include but not be limited to: personal awareness, voting, testimony and how government works, participating in meetings/serving on boards, rights and responsibilities, and planning for the future. The next step is to teach individuals who have gone through the leadership class to use their skills to mentor new students.

Outreach

The applicant or subcontractor will conduct outreach in schools including colleges to help students and teachers understand that people who have a disability are the same as everyone else, and change negative attitudes and labels by raising awareness. In addition materials such as word searches and coloring books will be developed or updated and disseminated to school children to help promote disability awareness.

Statewide Self-Advocacy Meeting and Other Community Events

The applicant or subcontractor will host an annual meeting for Rhode Islanders who have a disability and others to learn about self-advocacy and network together. This event will also provide individuals who have participated in the leadership and mentoring class an opportunity to practice their skills. Class participants will pick the topics for the meeting and prepare the agenda.

The applicant or subcontractor will host several other community events to encourage attendees to form friendships and network and to raise disability awareness in the community.

Statewide Self-Advocacy Conference

The applicant or subcontractor will host an annual conference on self advocacy. This conference will be promoted on the CEA website and will include several workshops and an opportunity for socialization.

Transition Education

The applicant or subcontractor will empower families to make informed decisions about the transition from high school to adult services. In some cases participants may not be eligible for adult services, but could benefit from other supports through the state such as the Office of Rehabilitation Services, RI Department of Human Services, Paul V. Sherlock Center on Disabilities, Department of Health, Developmental Disabilities Council, Social Security Administration, etc. In addition, having a peer consultant available to clients at BHDDH would be helpful. Some of the consultation that could be provided through this entity would be informing families and participants about opportunities to work.

Coordination of Integrated Supported Employment

The successful applicant will be responsible for the creation and management of the day-to-day operations of a statewide community integration and supported employment program for people with I/DD, to orchestrate the availability and utilization of integrated community based supported employment or day services. The successful applicant will also work to develop employment opportunities for individuals with I/DD.

The successful applicant that implements the CEA will be a resource for providers of IPS and other employment service modalities. The CEA will provide or oversee ongoing training and certification of IPS workers and other employment specialists. The CEA will examine

opportunities for on-line learning through existing systems as well as exploring the interest of local institutes of higher education to take on the training effort. This will be done in consultation with the Department.

The CEA will train and hire Job Developers to build capacity in Rhode Island for supported employment. The CEA will coordinate its work with the Department of Labor and Training that also employs Job Developers. The CEA will negotiate with the Rhode Island Office of Rehabilitative Services to determine how best to provide training for provider's clients as well as looking at opportunities to blend funding. The CEA will establish a relationship with the Ticket to Work program to see if clients could benefit from their services. The CEA will be encouraged to seek new funding through federal and other grants with BHDDH as a partner. It is expected that the CEA will also take over the job of training and certifying Job Developers.

Management Services -- Data Collection and Analysis

The successful applicant will be required to administer surveys to participants and their families with I/DD or subcontract with another agency to conduct them. These surveys will measure consumer outcomes that will be used to evaluate the quality of services being provided to participants with I/DD.

Each state is instructed to complete a minimum of 400 interviews with a random sample of individuals over age 18 who are receiving at least one service besides case management. A sample size of 400 allows valid comparisons to be made across states with a 95% confidence level and a +/- 5% margin of error. Most states draw an over-sample greater than 400 in order to account for refusals and cases when the respondent is not available.

Successful applicants will be expected to facilitate the surveys and submit data to the NCI website where the information will be processed

Goals

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| <ul style="list-style-type: none">• Implement surveys and process the information with NASDDDS/HSRI staff.• Use the results of the survey to evaluate the quality of care being provided to our participants.• Compare and contrast the information to other states who participate in the survey to establish benchmarks for outcomes.• Establish a system that is driven by consumer outcomes• Be an annual participant in this survey and a member of NASDDDS |
|--|

Specific Activities / Tasks

- | |
|--|
| <ul style="list-style-type: none">• Will conduct surveys as mentioned above.• A minimum of 400 surveys to be completed and entered into the NCI data base by April 2013• Collaboration with NCI, the Department and all relevant parties involved in implementation. |
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The Department has approximately 4000 developmentally disabled adult participants in its system. 3600 are funded by Medicaid and receive services as mentioned above. Approximately two years ago, the Department made a major transformation in the funding and delivery of services through the implementation of Project Sustainability. This project provided equity across the system, required fee for services billing and assured participants the same choice for the same service at any licensed provider. The Department also initiated new licensing regulations that provided specific regulations that further protected the health and safety of the participants and provided regulations that would assure quality care.

Along with Project Sustainability and the issuing of new licensing regulations, the Department implemented the Supports Intensity Scale (SIS) which is a standardized assessment tool designed by the American Association on Intellectual and Developmental Disabilities (AAIDD) to measure the pattern and intensity of supports that an adult with a developmental disability requires to be successful in a community setting. The tool is administered by a certified SIS worker and is administered with two or more people who know the participant well. The tool, which is used in other states and internationally, is used to identify levels of care with commensurate resource allocations.

This solicitation is designed to continue to advance all of the changes over the past year and provide consumer outcomes that promote quality of care and life for the participants

SECTION 4: TECHNICAL PROPOSAL

Narrative and format: The separate technical proposal should address specifically each of the required elements:

All proposals must have the following to be considered for this award:

EXECUTIVE SUMMARY: Not to exceed one page

TABLE OF CONTENTS: The table of contents shall be broken down by primary proposal components, including appendixes and MOU's, with corresponding page numbers

NARRATIVE:

Organizational Experience (15 Points):

1. For the applicant agency and each possible subcontracting agency, a brief paragraph describing similar projects undertaken.
2. Applicant's knowledge of the Developmentally Disabled Population.
3. A description of the business background of the applicant (and all proposed subcontractors).
4. Applicant's experience in implementing surveys and working with the Developmentally

Disabled participants, families and or legal guardians.

5. Applicant's experience with or knowledge of Individual Placement and Support and other community integration and employment service modalities.
6. Applicant's experience networking with multiple stakeholders including government agencies.
7. Applicant's or subcontracting agency's experience in advocacy for individuals with I/DD.

Collaboration with Qualified Partners (15 Points):

1. Applicants will describe how they can increase the provision of resources by leveraging funding or resources from other sources such as ORS, Ticket to Work, DLT, Medicaid, CNOMs, private funders or other sources. Letters of support or MOUs should be included in the appendix.
2. Applicants will describe how they will collaborate with or subcontract with other entities to complete the work described in this RFP.
3. Applicants will describe the qualifications of the partners that they collaborate with or with whom they subcontract.

Staff Experience and Credentials (10 Points):

4. Applicants will provide specific detailed information on experience, credentials and how this experience will benefit in implementing all facets of the CEA. This section must include a brief synopsis of job responsibilities for each staff position.
5. Applicants will provide a protocol for staff supervision and project oversight on a daily, weekly and monthly basis in this section.
6. Applicants shall include identification of the staffing pattern, by lead and subcontractor agencies, proposed to provide the required program services. The staffing pattern must indicate whether the position is full- or part-time; if part-time, it must indicate the number of hours per week and hours when surveys will be conducted to ensure that the availability of clients is accessed during non-traditional times and days of the week to maximize response rates.
7. Applicants will describe their track record of completing deliverables within agreed upon deadlines.

Work Plan/ Project Design (30 Points):

1. Applicants will describe the agency's understanding of the State's requirements, including the results intended and desired.
2. The Work Plan/Project Design should address all of the components described under

Scope of Work, as well as any technical issues that will or may be confronted in implementing the initiative.

3. Applicants shall include a specific plan outlining how all components of the CEA will be implemented.
4. Applicants will describe their track record for completing contracted deliverables within agreed upon deadlines.
5. Data collection:
 - a. Applicants will include a description of their process for determining how to disseminate an appropriate sample of pre-surveys in order to have 400 completed surveys.
 - b. Applicants shall include a plan to pull a sample that appropriately represents the population as a whole (demographically, functionally, etc.).
 - c. Applicants will describe how many surveys will be done each week and month and how to address problems should they fall behind the estimated number of completed surveys.
 - d. Applicants shall include a specific plan on the managing of data and the collaboration with HSRI, NCI and RI State staff.
 - e. Applicants shall include a description of the applicant's expertise in computer technology and ability to upload, enter into or regularly communicate with external databases as required in this project.
 - f. Applicants shall include a description of their ability to maintain the confidentiality of the individuals they survey and the contents of the surveys in their possession.
 - g. Proposals must address participant/legal guardian/family rights in the survey process.
6. Community Integration and Supported Employment training and coordination
 - a. Applicants must describe their history in partnering with business to employ people with disabilities including any innovations in terms of starting businesses or employing people with disabilities in a commercial environment.
 - b. Describe your experience in working with Ability One Set Aside Contracts and preferred source contracting.
 - c. Describe your approach to the implementation of an Individual Placement and Support Model including the following:

- i. Assessment
 - ii. Individual Service Planning
 - iii. Vocational Assessment
 - iv. Workforce Readiness
 - v. Job Placement
 - vi. Post Placement Supports
 - vii. Benefits counseling and financial planning
 - d. Describe how you would develop staff skills and competencies in this approach (specify curriculum to be used and methods of training)
 - e. Describe your approach to building capacity within the Rhode Island system for people with I/DD to implement an Individual Placement and Support Model. Include a discussion of the following:
 - i. General Approach
 - ii. Key stakeholders and partners
 - iii. Family engagement in the capacity building effort
 - iv. Existing provider engagement
 - v. Assessment of provider current capacity
 - vi. Training and practice improvement (within existing contractor agencies)
 - vii. Continuous Quality Improvement
 - f. Describe how you would identify and support the use of other approaches to community integration and integrated supportive employment.
 - g. Describe how you would engage consumer and family voice in your work—ensuring that client choice is central.
 - h. Describe your method for engaging business partners.
 - i. Describe your approach to building/enhancing internal systems for finance, reporting and continuous quality improvement.
 - j. Describe your experience in building capacities within existing governmental systems.
7. Family and Self advocacy
- a. Describe the entities that you will subcontract with to provide the services described in the scope of work. Letters of support or MOUs should be included in an attachment.

SECTION 5: CONTRACT TERMS

The State of Rhode Island intends to award a contract for a period of two years with a state option for annual renewals of up to five additional years, for a total period of seven years, subject to annual assessment of performance and availability of funds. Cost of living adjustments (COLAs) will be based on any enacted provider COLA contained in the State's Annual Appropriation Act, but are not guaranteed. Any other changes will be performance based and will be instituted by contract amendment. The State reserves the right to renegotiate programmatic and contractual requirements on an annual basis with the selected vendor, based on Departmental priorities. The State further reserves the right to reject any and all proposals submitted as a result of the Request, and pursue other options.

SECTION 6: COST PROPOSAL

Using Appendix B: Budget Form, provide a budget for staffing and other costs associated with completing the scope of work described in this project. A description of the business background of the applicant (and all proposed behavioral health subcontractors) must be included.

The successful applicant will be required to have a full-time project director available within 30 days of the effective date of the award. Also, it is expected that the successful applicant will have its entire professional staff hired and on-board within 60 days of the effective date of the award.

SECTION 7: EVALUATION AND SELECTION

All applications received will be reviewed by an evaluation committee and ranked accordingly. The evaluation committee will evaluate all applications against stated criteria. Applications from eligible applicants will be scored according to the following competitive criterion that is described below.

To advance to the Cost Evaluation phase, the Technical Proposal must receive a minimum of 60 (85.7%) out of a maximum of 70 technical points. Any technical proposals scoring less than 60 points will not have the cost component opened and evaluated. The proposal will be dropped from further consideration.

Proposals scoring 60 technical points or higher will be evaluated for cost and assigned up to a maximum of 30 points in cost category, bringing the potential maximum score to 100 points.

The Department of Behavioral Healthcare Developmental Disabilities and Hospitals reserves the exclusive right to select the individual(s) or firm (vendor) that it deems to be in its best interest to accomplish the project as specified herein; and conversely, reserves the right not to fund any proposal(s).

Proposals will be reviewed and scored based upon the following criteria:

Criteria	Possible Points
Organizational Experience	15 Points
Collaboration with qualified partners	15 Points
Staff experience and credentials	10 Points
Work Plan/Project Design	30 Points
Total Possible Technical Points	70 Points
Cost calculated as lowest responsive cost proposal divided by (this cost proposal) times 30 points *	30 Points
Total Possible Points	100 Points

*The Low bidder will receive one hundred percent (100%) of the available points for cost. All other bidders will be awarded cost points based upon the following formula:

$$(\text{low bid} / \text{vendors bid}) * \text{available points}$$

For example: If the low bidder (Vendor A) bids \$65,000 and Vendor B bids \$100,000 for monthly cost and service fee and the total points available are sixty (60), vendor B's cost points are calculated as follows:

$$\$65,000 / \$100,000 * 30 = 19.5$$

Points will be assigned based on the offeror's clear demonstration of his/her abilities to complete the work, apply appropriate methods to complete the work, create innovative solutions and quality of past performance in similar projects.

Applicants may be required to submit additional written information or be asked to make an oral presentation before the technical review committee to clarify statements made in their proposal.

SECTION 8: PROPOSAL SUBMISSION

Questions concerning this solicitation may be e-mailed to the Division of Purchases at David.Francis@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. Please reference **RFP# 7494370 Center for Excellence and Advocacy** on all correspondence. Questions should be submitted in a Microsoft Word attachment. Answers to questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. If technical assistance is required to download, call the Help Desk at (401) 574-9709.

Offerors are encouraged to submit written questions to the Division of Purchases. **No other contact with State parties will be permitted.** Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Division of Purchases will not be considered.

Responses (**an original plus four (4) copies**) should be mailed or hand-delivered in a sealed envelope marked “**RFP# 7494370 Center for Excellence and Advocacy**” to:

RI Dept. of Administration
Division of Purchases, 2nd floor
One Capitol Hill
Providence, RI 02908-5855

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered. The official time clock is in the reception area of the Division of Purchases.

RESPONSE CONTENTS

Responses shall include the following:

1. A completed and signed four-page R.I.V.I.P generated bidder certification cover sheet downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.
2. One (1) completed and signed W-9 (included in the original proposal) downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.
3. **A separate Technical Proposal** describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The Technical Proposal is limited to six (10) pages (this excludes any appendices). As appropriate, resumes of key staff that will provide services covered by this request.
4. **A separate, signed and sealed Cost Proposal** reflecting the hourly rate, or other fee structure, proposed to complete all of the requirements of this project using Appendix B: Budget Form.
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in **electronic format (CDRom, diskette, or flash drive)**. Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked “original”.

CONCLUDING STATEMENTS

Notwithstanding the above, the State reserves the right not to award this contract or to award on the basis of cost alone, to accept or reject any or all proposals, and to award in its best interest.

Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

The State may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award.

APPENDIX A: NATIONAL CORE INDICATORS

In December 1996, the National Association of State Directors of Developmental Disabilities Services (NASDDDS), in collaboration with Human Services Research Institute (HSRI), launched the Core Indicators Project (CIP). The aim of CIP was to support state developmental disabilities authorities in developing and implementing performance and outcome indicators as well as related data collection strategies that would enable them to set benchmarks and measure service delivery system performance. This effort, now called National Core Indicators, or NCI, strives to provide states with sound tools in support of their efforts to improve system performance and thereby to better serve people with I/DD and their families. The Association's active sponsorship of NCI facilitates states pooling their knowledge, expertise and resources in this endeavor.

In 1997, 15 states convened to discuss the scope and content of a potential performance measurement framework, one that could be shared across states. Directors and staff from these 15 states worked to identify the major domains of performance, the sub-domains of each, indicators, measures, and data sources. The original 61 indicators, developed through a consensus process, were intended to provide a system-level "snapshot" of how well each state was performing. The states were guided by a set of criteria designed to select indicators that were (a) measurable, (b) represented issues the states had some ability to influence, and (c) were important to all individuals they served, regardless of level of disability or residential setting.

During this initial phase, data collection protocols were developed and field-tested, including a face-to-face Adult Consumer Survey (for individuals age 18 and older who are receiving services) and a mail-out Adult Family Survey (for families who have an adult family member living at home). Seven states volunteered to pilot test the measures, and eight additional states served on the Steering Committee.

Since the initial field test, NCI has expanded its scope to include outcomes of services for children with I/DD and their families, continued to develop and refine the indicators, and expanded state participation in the collaboration. As of 2010-2011, NCI is composed of 24 states and two sub-state entities. State participation in NCI is entirely voluntary.

Over time, NCI has become an integral piece of over half the states' quality management systems and aligns with basic requirements for assuring quality in HCBS Waivers. NCI states and project partners continue to work toward the vision of utilizing NCI data not only to improve practice at the state level but also to add knowledge to the field, to influence state and national policy, and to inform strategic planning initiatives for NASDDDS. Specifically, at this time, 28 states and 24 Regions or Counties use the data on individual and service outcomes to assess individual satisfaction and experience with services, benchmark system performance and track key outcomes across multiple years, services and states. The NCI framework comprises over 100 key outcome indicators that are designed to gather valid and reliable data across five broad domains: individual outcomes; family outcomes; health, welfare and rights; staff stability; and system performance. Each domain is divided into sub-domains representing specific expectations. The outcome expectation for the "Work" sub-domain, for example, is: *People have support to find and maintain community integrated employment*. The sub-domains are measured by one or more performance indicators selected by the steering committee of participating states based upon a set

of criteria including face validity, usefulness as a benchmark, and feasibility to collect. Some indicators are measured using survey data gathered on a sample of individuals, while others are computed using population data available through state data systems (e.g., mortality reports). The full list of core indicators may be viewed and downloaded on the NCI website at www.nationalcoreindicators.org.

Participation Costs

The costs of participation in the NCI program are related to conducting face to face interviews, distributing mail-in surveys, gathering and processing the NCI data. These costs vary widely from one state to another depending on: (a) sample size, the numbers of interviewees and survey respondents that are included in the review; (b) the extent to which the state contracts out or utilizes existing staff or quality assurance personnel to conduct the interviews and process the data; (c) the number of NCI survey instruments employed (e.g., Adult Consumer Survey, Adult Family Survey, Family Guardian Survey, Child Family Survey, or others); and (d) the number and type of additional quality assurance activities the state conducts in conjunction with the NCI program. As noted in the Project Description, all participating states are required to gather data for the Adult Consumer Survey.

NCI Surveys and Survey Process

A complete description of the NCI Survey Tools and process is located on the NCI website, www.nationalcoreindicators.org. Information for new states can be accessed through this link: <http://www.nationalcoreindicators.org/about/join-nci/>. Click on the following headings for more information about the program:

NCI Basics. Provides a summary of the basic data collection requirements (sample size, timeframe, etc.) for each component of NCI.

Memo of Agreement. Outlines the roles and responsibilities of NASDDDS, HSRI, and the Participating States.

Target Population:

Any Developmentally Disabled participant who has been found eligible and is funded for services will be the identified population. A sample of the population will be drawn with consultation from NCI as to who will participate in the surveys.

Adult Consumer Survey

The Adult Consumer Survey was initially developed by a technical advisory subcommittee with the purpose of collecting information directly from individuals with I/DD and their families or advocates. The survey is designed to measure over half of the original 60 core indicators. Many questions were drawn from survey instruments already in use in the field; other questions were developed specifically for NCI. NCI staff routinely test and refine the instrument based on feedback from interviewers.

Organization of the Survey

The Adult Consumer Survey is composed of a pre-survey form, a background information section and two sections to be completed by the individual receiving services, and an interviewer feedback form.

The **Pre-Survey Form** collects information necessary to schedule face-to-face interviews, including contact information for consumers, and the names of guardians, advocates, or other individuals who might be asked to provide responses. The form is also used by surveyors prior to conducting the interview to: identify whether there are alternative communication or other accommodations needed; define terms or use proper names of people and places the individual would be most familiar with (such as the name of the person's case manager); and document that informed consent was obtained. In most instances, information for the pre-survey form is obtained from the individual's case manager. [Note: Individual identifying information is excluded from data submitted to HSRI.]

The **Background Information Section** requests data that would most likely be found in agency records or information systems. In most states, case managers complete this section at the same time the pre-survey form is completed. In other states, surveyors complete the section during the direct interview, or a combination of the two methods is used.

Section I of the survey includes questions aimed at obtaining individuals' expressions of satisfaction and opinions and may be completed only through a direct interview with the individual; proxy responses are not acceptable.

Section II questions are to be answered by the individual if possible. If the person is unable to respond, an advocate (e.g., family member, friend, support worker) is asked to answer. Case managers or service coordinators are not allowed to respond to these questions.

The **Interviewer Feedback Sheet** is the last page of the survey. Surveyors are asked to record the length of the interview with the individual and describe any problematic questions.

Methods

Criteria for Exclusion of Responses

All persons selected in the survey sample are given an opportunity to respond to questions in a face-to-face interview. There is no pre-screening procedure. Exclusion of responses is done at the time of data analysis, based on the specific criteria described below.

A person's responses are excluded if any of the following criteria are met:

1. The person does not respond to any questions in Section I.
2. The interviewer records that the person did not understand the questions being asked.
3. The interviewer records that the person gave inconsistent responses.

Sampling

Each state is instructed to complete a minimum of 400 interviews with a random sample of individuals over age 18 who are receiving at least one service besides case management. A sample size of 400 allows valid comparisons to be made across states with a 95% confidence level and a +/- 5% margin of error. Most states draw an over-sample greater than 400 in order to account for refusals and cases when the respondent is not available.

APPENDIX B: BUDGET FORM (1 of 3)

BUDGET

NAME OF AGENCY: _____

FEDERAL EMPLOYER IDENTIFICATION NUMBER: _____

ADDRESS: _____

CITY/TOWN: _____ ZIP CODE: _____

PHONE NUMBER: _____ FAX: _____

EXECUTIVE DIRECTOR: _____

TIME OF PERFORMANCE: FROM _____ TO _____

BUDGET SUMMARY

COST CATEGORY

AMOUNT

- | | | |
|----|--------------------------------------|-------|
| 1. | PERSONNEL | _____ |
| 2. | CONSULTANT AND SUB CONTRACT SERVICES | _____ |
| 3. | TRAVEL | _____ |
| 4. | SPACE | _____ |
| 5. | SUPPLIES | _____ |
| 6. | EQUIPMENT | _____ |
| 7. | OTHER COSTS | _____ |

TOTAL FUNDS REQUESTED:

\$0.00

APPENDIX B: BUDGET FORM (2 of 3)

PERSONNEL REQUEST*								
A	B	C	D	E	F	G	H	I
POSITION TITLE	EMPLOYEE NAME	TOTAL ANNUAL SALARY	TOTAL ANNUAL FRINGE BENEFITS	% APPLIED TO PROJECT	SALARY ON PROJECT (Column C x E)	FRINGE BENEFITS ON PROJECT (Column D x E)	TOTAL PERSONNEL COST ON PROJECT (Column F + G)	SOURCE OF OTHER** FUNDS
<div> <div>* ROUND TO NEAREST DOLLAR</div> <div>TOTAL→</div> </div>								
<div>** INDICATE FUNDING SOURCE IF EMPLOYEE COST IS SHARED</div>								
								<div>ENTER ON PAGE 1 LINE 1</div>

APPENDIX B: BUDGET FORM (3 of 3)

BUDGET DETAIL		
CONSULTANTS & SUB CONTRACT SERVICES	TYPE, NAME, HOURLY RATE, NUMBER OF HOURS, ETC	COST
	Enter on page 1, line 2	
TRAVEL	PURPOSE, RATE, NUMBER OF MILES, ETC	COST
	Enter on page 1, line 3	
SPACE	DESCRIPTION	COST
	Enter on page 1, line 4	
SUPPLIES	DESCRIPTION	COST
	Enter on page 1, line 5	
EQUIPMENT	PURCHASE, LEASE, RENTAL	COST
	Enter on page 1, line 6	
OTHER COSTS	DESCRIPTION	COST
	Enter on page 1, line 7	